



# **Pelletstown Educate Together National School**

## **Code of Good Behaviour Policy**

Date of Ratification: 9<sup>th</sup> September 2020

Date for Review: Term 3 2021

# Pelletstown Educate Together National School

## Code of Good Behaviour 2020

### Introduction

The original Code of Good Behaviour of PETNS was formulated as an interim policy to guide the school community in best practice re: Code of Behaviour, and to allow for parental consultation and feedback. This was reviewed during Term 2 of 2019-2020 by a staff sub-committee. Parent and pupil feedback was postponed due to the COVID-19 school closure. Therefore, the staff, ISM and BOM completed the mini review of the policy and a full policy will be completed in Term 3 of 2021 in consultation with parents and pupils. This updated policy encapsulates the approach and attitude for positive behaviour take by the school community at Pelletstown ETNS, and is supported by staff training in restorative practice which was undertaken by staff in August 2019, facilitated by the PDST.

### Rationale

The Pelletstown Educate Together National School Code of Good Behaviour was written in accordance with Circular 20/90 of the Department of Education and Skills on school discipline, the Education and Welfare Act (2000), the Equal Status Act (2004) and the NEWB Publication 'Developing a Code of Behaviour: Guidelines for Schools' (2009). It is underpinned by the four principles of Educate Together; Equality Based, Child-Centred, Democratically-Run and Co-Educational.

It is a requirement under section 23 of the Education Welfare Act, 2000 that the Board of Management must prepare and make available a Code of Behaviour for its students. The act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB). It details in Section 23(2), that the code of behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school;
- B. The measures that shall be taken when a student fails or refuses to observe those standards;
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
- D. The grounds for removing a suspension imposed in relation to a student;
- E. The procedures to be followed in relation to a child's absence from school.

### Relationship to Characteristic Spirit of the School

The aim of the Code of Good Behaviour is to ensure that the individuality of each child is respected and that individual differences are celebrated, acknowledging the right of each child to an environment in which they can learn safely and grow. The entire school community has a part to play in contributing to this environment. The strength of this community, together with a high level of co-operation between staff, parents/carers and children, will ensure a high standard of behaviour.

In Pelletstown Educate Together National School we recognise that each member of the school community, staff, parents/carers and children have the right to be treated with respect and consideration, therefore every effort will be made by all members of staff to adopt a positive approach towards behaviour in the school. Positive techniques of motivation and encouragement will be utilised by staff, placing greater emphasis on rewards than on sanctions. School rules are child-centred and child-friendly, and are there to ensure the health, safety and welfare of all members of Pelletstown Educate Together National School.

Central to the Pelletstown Educate Together National School's Code of Good Behaviour is the fostering of a respectful atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children's education.

## **Aims**

At Pelletstown Educate Together we aim to create an ordered and orderly environment in which pupils can develop self-discipline, feel secure and make progress in all aspects of their development. The Code of Good Behaviour will be reinforced throughout the school day through an integrated approach across curricular subjects such as Social, Personal, Health Education (SPHE), Ethical Education, SESE, English, Art, P.E., History etc.

We aim to:

- Promote positive behaviour, respect and tolerance throughout the school.
- Create an environment that maximises learning and minimises disruption.
- Offer a framework within which the staff makes use of positive language and techniques of motivation and encouragement, that is, a Narrative Approach ('The person is not the problem. The problem is the problem.'). See Appendix II
- Ensure the safety and personal well-being of all children.
- Help all school partners understand the systems and procedures that form part of the Pelletstown ETNS Code of Good Behaviour.
- Equip the children with social, self-reflective and verbal skills to respond to negative situations and emotions.
- Help children to acquire and develop moral and ethical values and a respect for the beliefs and values of others.
- Ensure that the individuality of each child is cherished and that special needs are accommodated.
- Prevent bullying behaviours in the school.
- Build a strong sense of community and a high level of co-operation amongst staff, and between staff, pupils and parents.
- State clearly our school values, rewards and sanctions.
- State school rules in a clear, child-centred and positive way.

## **Contents**

The following rules, rewards and sanctions apply to all members of the school community with a particular focus on the following:

- The ethos of Pelletstown Educate Together National School.
- Respect for the autonomy and professionalism of individual teachers in their classrooms.
- Support and intervention, if necessary, of the Principal
- Support, and intervention, if necessary, of the Board of Management

The school actively encourages and teaches our pupils to "use their words" and communicate any feelings of stress or anxiety caused by the negative behaviour of others. This is essential for the effective implementation of the Code. This method of communication applies to the whole school community – children, staff, parents/carers, Board of Management.

## **GENERAL GUIDELINES**

- Show respect, courtesy and co-operation towards all children, teachers, other staff and parents, in the classroom, the playground and on school outings, at all times.
- Show respect towards personal property, school property and the environment.

- Show respect for other people's personal space, i.e. no verbal or physical violence, aggression, or any form of bullying behaviour
- Show respect for other people's feelings.
- Respect your own feelings too e.g. It's Ok to feel sad, disappointed etc
- Children should always walk quietly and slowly around the school building.
- Children should behave in an orderly fashion in the classroom, moving around the school, going to and from the playground and if travelling on a bus as part of a school trip.
- Children should bring to school each day, all books, copies and materials necessary to do their class work properly.
- Children should complete all assigned work (written and oral) both at school and at home
- Children should listen to others and take turns to speak in class.
- Children must not behave in any way which endangers themselves or others and should look out for the safety and wellbeing of others.
- Children should not exclude others from games.
- Children must stay within the designated playground boundaries during break time.
- Children must not leave school grounds without permission from the teaching staff.
- Children must not bring toys to school, unless asked by their teacher on special occasions, or unless they are attending after-school club (in which case the toys must remain put away in their school bags during the school day i.e. 8:30am – 1:10pm/2:10pm).
- Items which could be dangerous or could cause harm are not allowed at school.

## **OUR SCHOOL RULES**

<p style="text-align: center;"><b>JUNIOR GOLDEN RULES</b> <b>(JUNIOR INFANTS – 2<sup>ND</sup> CLASS)</b></p>	<p style="text-align: center;"><b>SENIOR GOLDEN RULES</b> <b>(3<sup>RD</sup> – 6<sup>TH</sup> CLASS)</b></p>
<ol style="list-style-type: none"> <li><b>1. Be Kind and Caring</b></li> <li><b>2. Be Good Friends</b></li> <li><b>3. Be Good Listeners</b></li> <li><b>4. Be Hard Workers</b></li> <li><b>5. Be Safe</b></li> <li><b>6. Be Honest</b></li> <li><b>7. Be Respectful</b></li> <li><b>8. Be Responsible</b></li> <li><b>9. Be Helpful</b></li> <li><b>10. Believe in Yourself</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Be Kind and Caring</b></li> <li><b>2. Be Good Friends</b></li> <li><b>3. Show good listening and follow instructions</b></li> <li><b>4. Do your best work</b></li> <li><b>5. Be Safe</b></li> <li><b>6. Be Honest</b></li> <li><b>7. Be Respectful of people and property</b></li> <li><b>8. Be responsible for yourself and your actions</b></li> <li><b>9. Be helpful to others</b></li> <li><b>10. Believe in yourself</b></li> </ol>

<u>OUR SAFETY RULES</u>	<u>OUR SAFETY RULES</u>
<ul style="list-style-type: none"> <li>• Always walk quietly and slowly around the school building</li> <li>• Make sure your teacher always knows where you are.</li> <li>• Always keep your hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Always walk quietly and slowly around the school building</li> <li>• Make sure your teacher always knows where you are.</li> <li>• Always keep your hands to yourself</li> </ul>
<u>OUR YARD RULES</u>	<u>OUR YARD RULES</u>
<ol style="list-style-type: none"> <li>1. Always keep our Golden Rules.</li> <li>2. Play safely and responsibly.</li> <li>3. Take care and look where you're going.</li> <li>4. Stay in your area.</li> <li>5. Always ask permission before going to First Aid/Toilets</li> <li>6. Freeze, walk safely, wait quietly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Always keep our Golden Rules.</li> <li>2. Play safely and responsibly.</li> <li>3. Take care and look where you're going.</li> <li>4. Stay in your area.</li> <li>5. Always ask permission before going to First Aid/Toilets</li> <li>6. Freeze, walk safely, wait quietly.</li> </ol>

### REWARD/STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

- Verbal praise by staff member/special visit to Principal office to acknowledge exemplary behaviour
- A positive note or phone call to parents/carers/Positive communication of achievements to school community
- Regular reflection and revision of the golden/safety rules
- Traffic Lights behaviour management system in each class. Every morning each pupil will begin on the green light which shows 'good behaviour'. A child's name will move to the orange light if, after two reminders, their behaviour is still causing difficulties. After 2 further reminders, if more positive behaviour still does not occur, the child's name will be put on the red light. We want to encourage and reward positive behaviour at all times in our school so children always have the chance to return to green when they make a genuine effort to improve their behaviour
- Weekly/Monthly Assembly to discuss rules and themes/to reward the positive behaviours and efforts of pupils.
- Termly certificates and awards for full attendance.
- Modelling of good behaviour by all school staff
- Golden Time at the discretion of the class teacher
- Early intervention activities/strategies on an ongoing basis
- Awards for playground behaviour/ Reward Stickers/Stamps/Other suitable rewards at the teacher's discretion
- Drawing up Behaviour Plans for pupils with Special Educational Needs/ Tiny, Achievable Targets (TAT's) where deemed appropriate by the teacher

**(\*This is not, and cannot be, an exhaustive list.)**

## EXAMPLES OF UNACCEPTABLE BEHAVIOUR:

The following table sets examples of what are deemed as minor, serious and extreme misbehaviours:

Minor Misbehaviours	Serious Misbehaviours	Extreme Misbehaviours
<ul style="list-style-type: none"> <li>• Being disobedient (i.e. not following the school rules)</li> <li>• Littering</li> <li>• Arriving late to school (refers to pupils who walk alone and make deliberate choice to be late)</li> <li>• Running inside the building</li> <li>• Disrupting class</li> <li>• Not staying on task</li> <li>• Making deliberate noises</li> <li>• Breaking the Yard Rules</li> <li>• Leaving your seat without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Racist behaviour</li> <li>• Sexist behaviour</li> <li>• Homophobic behaviour</li> <li>• Bullying</li> <li>• Abusive Behaviour/Cursing</li> <li>• Spitting</li> <li>• Hitting/Kicking-</li> <li>• Deliberate disobedience</li> <li>• Disrespectful behaviour</li> <li>• Returning to the school building during break times/after school without permission</li> <li>• Entering school grounds outside school hours without permission</li> <li>• Stealing</li> <li>• Telling lies</li> <li>• Throwing objects (that could cause harm)</li> <li>• Rough play</li> <li>• Arriving late to school (refers to pupils who walk alone and make deliberate choice to be late)</li> <li>• <b>Continuous minor misbehaviour automatically becomes a serious misbehaviour</b></li> </ul>	<ul style="list-style-type: none"> <li>• Vandalising school property</li> <li>• Assaulting a staff member or any member of the school community</li> <li>• Bringing illegal or harmful substances/weapons to school</li> <li>• Leaving the classroom or school grounds without permission</li> <li>• Persistent racist behaviour</li> <li>• Persistent sexist behaviour</li> <li>• Persistent homophobic behaviour</li> <li>• Persistent bullying</li> <li>• Physical fighting</li> <li>• <b>Continuous serious misbehaviour automatically becomes an extreme behaviour</b></li> </ul>

**(\*This is not, and cannot be, an exhaustive list.)**

## **SANCTIONS AND STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR:**

Our school believes that a sanction should:

1. aim to stop the inappropriate behaviour
2. communicate to the pupils, parents/carers and broader school community that the inappropriate behaviour is unacceptable
3. defuse, not escalate, a situation
4. be applied in a fair and consistent manner
5. be timely
6. be appropriate
7. be implemented in accordance with the principles of natural justice
8. take the form of restorative practice in order to allow all involved to restore justice and to move forward (Appendix III sets out the Restorative Practice approach used at Pelletstown ETNS, and this is displayed in all rooms in the school for reference purposes).

Pelletstown ETNS will always work on the premise that there is a reason for negative behaviour and that, in most circumstances, once this has been identified, measures can be put in place to help the pupil stop the negative behaviour using a problem-solving approach.

**Appendix IV sets out the approach taken and consequences for specific behaviours.**

**The class teacher and/or the Principal, in their professional judgement, may also choose which of the following sanctions and strategies best fits a particular misbehaviour:**

- Reasoning with the pupil by reminding them of the positive behaviour we expect in the school while referring to the rules and using the traffic light system in each classroom.

### Traffic Lights System:

- If children need three reminders regarding their behaviour, the child's name is removed from 'green' to 'orange'.
- If the child continues to engage in misbehaviour, their name will be moved from 'orange' towards 'red' and a temporary separation to a thinking/reflection space *within* the classroom until the child is calm and ready to resume work, may be implemented. This strategy to be used at the discretion of the teacher depending on the situation and the age of the child.
- If the misbehaviour continues, despite continued reminders of the rules, the child may move to another classroom for a short period, as a calming measure/thinking time.
- If the child demonstrates an improvement in their behaviour, their name will be moved back to 'orange' and then back towards 'green' on the traffic lights.

- If the child's behaviour doesn't improve, an orange/red note will be sent home to their parents/carers by way of information about the specific misbehaviour(s).
- In situations of serious or extreme misbehaviours, an orange note (Appendix VI(a)) or red note (Appendix VI(b)) may be sent home, without opportunity for the child to 'return to green' on that day'.
- All children begin each day on the 'green traffic lights'.
- If anger/tantrums are an issue, following consultation with class teacher, support teacher and parent(s)/carer(s), the child may undertake a relevant programme such as 'Trouble with Tempers', 'Starving the Anger Gremlin' etc.
- The teacher keeps a written record of continuous unacceptable behaviour whilst verbally keeping the child's parent(s)/carer(s) and the principal informed.
- Thinking/reflection time at the wall in the yard is used as a sanction for misbehaviour in the yard and child is asked to write/illustrate about the unacceptable behaviour (to be signed by parent/carer) – see template Appendix V
- Teachers may devise individualised reward/behaviour systems for a child where appropriate/where circumstances warrant.
- Class teacher requests a meeting with child's parent(s)/carer(s).
- Parent(s)/(carer)s are requested to meet with class teacher and Principal.
- Referral to the Board of Management.
- Suspension may be used to deal with continuously disruptive pupils or with serious misbehaviour (see section below)  
The principal of Pelletstown ETNS has been delegated the authority by the Board of Management to suspend a pupil/pupils for up to 3 days.
- Expulsion may be used to deal with exceptionally disruptive pupils or with gross misbehaviour (see section below)
- In certain instances of serious misbehaviour the Principal, in consultation with the class teacher and/or the Board of Management may choose which of the above sanctions is appropriate.

## **SPECIAL EDUCATIONAL NEEDS**

This Code of Good Behaviour applies to all members of our school community. Pupils with special educational needs will be provided with appropriate support and help to ensure they understand our school rules. As part of this support, individual behaviour plans may be drawn up, in collaboration with parents, to promote and reinforce positive behaviour.

## **PROCEDURES IN RESPECT OF SUSPENSION**

**(as per P.77 of the NEWB guidelines)**

- Investigation of the facts to confirm serious misbehaviour
- Parents will be informed by phone or in writing about the incident
- In the case of an immediate suspension, parents will be notified by the Principal and arrangements made for the pupil to be collected immediately. The child will be supervised away from his class, in the interim.

*If Suspension is still decided upon:*

*The Principal will notify the parents, in writing, of the decision to suspend. The letter will confirm:*

- The period of suspension, beginning and end dates
- The reason for suspension
- Any study/work to be completed during the suspension
- The arrangements for returning to school, including any commitments to be entered into by the pupil and parents
- The provision for appeal to the Board of Management or Secretary General of the DES, if appropriate (where the total number of days for which the student has been suspended in the current school year has reached 20 days)

A pupil will not be suspended for more than 3 days. In exceptional circumstances, where the Principal considers that a suspension period longer than 3 days is necessary, he/she will refer the matter to the Board of management for their consideration. A period of 10 days' suspension will be the maximum period imposed by the BOM in such exceptional circumstances.

### **RECORDS AND REPORTS**

Formal written records will be kept of:

- The investigation (including all notes of interviews held)
- The decision-making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension

## PROCEDURES IN RESPECT OF EXPULSION

(as per P. 82 of the NEWB guidelines)

1. A detailed investigation is carried out under the direction of the Principal.

The Principal will:

- Inform the pupil and their parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and students every opportunity to respond to the complaint of serious/extreme misbehaviour before a decision is made and before a sanction is imposed

2. A recommendation is made to the Board of Management by the Principal.

The Principal will:

1. Inform the pupil and their parents that the BOM is being asked to consider expulsion
2. Provide BOM and parents with comprehensive information regarding the investigation and the grounds for possible expulsion.
3. Notify the parents of the date of the hearing by the BOM and invite them to that hearing
4. Advise the parents that they can make an oral and written submission to the BOM.
5. Ensure that parents have enough notice to allow them prepare for the hearing

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing (P84, NEWB guidelines)

4. Board of Management deliberations and actions following the hearing (P.85, NEWB guidelines)

- If the BOM is of the opinion that the pupil should be expelled, they must notify the Educational Welfare Officer, in writing.

The student cannot be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. However, the BOM may consider the sanction of suspension during this period, should the continuing presence of the pupil in the school be likely to seriously disrupt the learning of other students or represent a threat to the safety of other students and staff.

- The BOM should inform the parents, in writing, about its conclusions and the next steps in the process.

5. Consultations arranged by the Educational Welfare Officer

- Within the 20 days, the EWO must make all reasonable efforts to hold individual consultations with the Principal. Parents, student and anyone else who may be of assistance
- Convene a meeting of those parties who agree to attend

The purpose of the above are to look at the possibility of the pupil continuing in the school or to look at alternative educational possibilities.

6. Confirmation of the decision to appeal.

- When the 20 days have elapsed, the BOM will meet to decide whether or not to expel the pupil.
- Where the BOM remains of the view that the pupil should be expelled, a formal record of the decision will be made.

- Parents will be informed immediately, in writing, that the expulsion will now proceed.
- Parents and student will be informed of their right to appeal and supplied with the standard form on which to lodge an appeal.

## 7. Appeals

- A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29). An appeal may also be brought by the NEWB on behalf of a student.
- The appeals process begins with the provision of mediation by a mediator nominated by the Appeals Committee (DES)

### **DISSEMINATION OF THE CODE OF GOOD BEHAVIOUR:**

The support and cooperation of parents/carers is essential if the Code of Good Behaviour in school is to operate effectively. To foster good communication the following procedures are school policy:

- Upon registration of their child, all parents/carers' attention will be drawn to the Code and the registration forms will ask parents/carers to agree to and support it.
- A behaviour note may be sent to parents/carers asking them to speak to their child about an issue and/or asking the child to write about and/or draw it will be sent home (*age-appropriate*)
- Behaviour notes (A5-sized to communicate when a child is 'on orange/red')
- Personal contact with class teacher
- Personal contact with Principal
- Formal meeting by appointment with class teacher and/or Principal and parents/carers.

This policy will be circulated to all parent(s)/carer(s) for consultation and feedback.

This policy will be brought to the attention of all new staff members upon their appointment to the school by the NQT mentor.

A copy of the school policy will be available at the school office. It will also be available on the school website.

The relevant sections of this policy will be highlighted frequently with pupils.

### **IMPLEMENTATION OF THE CODE OF GOOD BEHAVIOUR:**

#### (A) ROLES AND RESPONSIBILITIES

The Principal/Deputy Principal (overseen by the BOM) are responsible for overseeing and supporting the implementation of this policy.

Teachers are responsible for following the procedures as set out above for the pupils with whom they work, and other pupils in the school where a child's teacher may not be available.

Parents/carers are responsible for supporting the policy as outlined above.

Pupils are responsible for following the rules as set out in this policy.

(B) TIMEFRAME

This policy will be implemented from 2020-2021 school year.

**RATIFICATION AND REVIEW OF THE CODE OF GOOD BEHAVIOUR:**

This policy was ratified and adopted by the Board of Management on 9th September 2020 and will be reviewed in June 2021.

Signed: Eric Young

\_\_\_\_\_ (Chairperson, BOM)

Signed: Siobhán Maguire

\_\_\_\_\_ (Acting Principal)

Date: 9th September 2020

Date for Review: Term 3 2021

## REFERENCES

- DES Circular 20/90
- Education Welfare Act 2000
- Equal Status Act 2004
- Managing Challenging Behaviour (INTO)
- Supporting Inclusion (TCD & DES)
- School Development Planning Support (SDPS)
- CPSMA Handbook
- Quality Circle Time (Jenny Mosely)
- Special Needs Handbook (Scholastic)
- INTO Website
- IPPN Website
- NEWB publication - "Developing a Code of Behaviour: Guidelines for Schools" (*National Educational Welfare Board*)
- NEPS publication – "A Continuum of Support" (*National Educational Psychological Service*)

## **APPENDIX 1**

### **RULE 130 OF THE RULES FOR NATIONAL SCHOOLS (as amended by Circular 7/88)**

#### **School Discipline**

- (1) The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. This code should be formulated by the Principal Teacher and the teaching staff in consultation with parents and be approved by the Board.
- (2) Teachers should have a lively regard for the improvement and general welfare of their pupils, treat them with kindness combined with firmness and should aim at governing them through their affections and reason and not by harshness and severity. Ridicule, sarcasm or remarks likely to undermine a pupil's self-confidence should not be used in any circumstances.
- (3) The use of corporal punishment is forbidden.
- (4) Any teacher who contravenes sections (2) or (3) of this rule will be regarded as guilty of conduct unbefitting a teacher and will be subject to severe disciplinary action.
- (5) Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise further period of exclusion in order to enable the matter to be reviewed.
- (6) No pupil shall be struck off the rolls for breaches of discipline without the prior consent of the Patron and unless alternative arrangements are made for the enrolment of the pupil and another suitable school.

## APPENDIX II

### Glossary of Positive Terms!

Give everyone a chance (to answer).....Don't shout out  
Give \_\_\_\_\_ a chance (to answer).....Don't interrupt  
Wait your turn.....Don't answer for \_\_\_\_\_  
Listen to each other  
Let's listen to everyone  
Let \_\_\_\_\_ answer  
Let \_\_\_\_\_ take his/her turn

DIRECT YOUR ATTENTION TO THE CHILDREN BEHAVING WELL e.g. the "nice quiet hands", the "good listener" etc....

\_\_\_\_\_ needs more space to work comfortably.....Don't squash \_\_\_\_\_  
Give \_\_\_\_\_/yourself more space.....Don't lean in over \_\_\_\_\_  
Respect everyone's space.....Move away from \_\_\_\_\_

Put away anything you don't need for this lesson/activity .....Stop fiddling with \_\_\_\_\_

Walk safely on the corridor .....Don't run  
Move carefully around the room  
Take your time

In this school we use kind hands.....Stop hitting/pushing etc  
Hands are not for hitting

Wait for your partner/teacher/class.....Don't run off/ahead  
Stay with your class/line.....Don't wait/fall behind

In this school we let everyone play.....Don't leave \_\_\_\_\_ out  
Be fair, be friendly

Work quietly and carefully.....Don't talk/make noise when you're working  
Do your work and let others do the same

We respect our school and keep it clean .....Don't drop litter  
We're proud of our school

Other positive general comments:  
Thank you for listening/helping/working quietly/co-operating etc...  
When we listen we learn. Look, listen, learn.  
Use your words.  
Make everyone feel welcome.

### **REMINDERS not WARNINGS**

Try to always remind pupils of the preferred positive behaviour ... the power of suggestion  
e.g. I'm watching out for quiet hands  
I'm looking for the best listeners  
I'm checking for the tidiest tables  
I really like the way \_\_\_\_\_ has helped her group/partner  
I admire your careful work

**\*\*Constantly affirm and highlight the preferred behaviours\*\***

## APPENDIX III

### Restorative Practice

#### Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?



## APPENDIX IV

### Approaches and Consequences

#### Minor Misbehaviours

<b>Behaviour</b>	<b>Restorative Approach</b>	<b>Consequence</b>
Shouting out/disrupting class	Remind pupil of expected behaviour	One reminder on traffic lights
Not following golden rules	Remind pupil of expected behaviour	One reminder on traffic lights
Littering	Discussion about caring for environment	One reminder on traffic lights
Running inside the building	Discussion about safety	One reminder on traffic lights
Not staying on task	Discussion about school rules	One reminder on traffic lights
Making noise on corridor	Discussion about school rules	One reminder on traffic lights
Breaking yard rules 4 and 6	Discussion about yard rules	One reminder on traffic lights

## SERIOUS MISBEHAVIOURS

Behaviour	Restorative Approach	Consequence
Deliberately coughing/sneezing (including pretending to cough/sneeze) aloud without following personal hygiene on purpose	Restorative questions Discussion about personal hygiene	Immediate red on traffic lights and note home  Phone call home to parent/carer  Pupil moved to thinking/reflection space of classroom for 15 minutes
Deliberately coughing/sneezing (including pretending to cough/sneeze) on another person/property	Restorative questions Discussion about personal hygiene	Immediate red on traffic lights and note home  Phone call home to parent/carer  Pupil moved to thinking/reflection space of classroom for 15 minutes
Engaging in 'play' or 'game' which references the spread of COVID-19/other illness	Restorative questions Discussion about personal hygiene	Immediate red on traffic lights and note home  Phone call home to parent/carer  Pupil moved to thinking/reflection space of classroom for 15 minutes
Spitting	Restorative questions Discussion about personal hygiene	Immediate red on traffic lights and note home  Phone call home to parent/carer  Pupil moved to thinking/reflection space of classroom for 15 minutes
Name-calling	Restorative questions Discussion about school rules	Immediate orange on traffic lights and note home
Racist behaviour	Restorative questions Discussion referencing LT programme	Immediate red on traffic lights and note home Phone call home to parent/carer
Sexist behaviour	Restorative questions Discussion referencing LT programme	Immediate red on traffic lights and note home Phone call home to parent/carer
Homophobic behaviour	Restorative questions Discussion referencing LT programme	Immediate red on traffic lights and note home Phone call home to parent/carer
Abusive Behaviour/Cursing	Restorative questions Discussion about school rules	Immediate red on traffic lights and note home Phone call home to parent/carer
Deliberate disobedience/Defiant	Restorative questions	Immediate red on traffic lights and note

behaviour	Discussion about school rules	home
Disrespectful behaviour	Restorative questions Discussion about school rules	Immediate red on traffic lights and note home
Returning to the school building during break times/after school without permission	Restorative questions Discussion about school rules referencing safety/supervision	Immediate orange on traffic lights and note home
Entering school grounds outside school hours without permission	Restorative questions Discussion about school rules referencing safety/supervision	Immediate orange on traffic lights and note home
Stealing or deliberately taking other people's property	Restorative questions Discussion about school rules	Immediate red on traffic lights and note home  Phone call to parents/carers
Telling lies	Restorative questions Discussion about school rules	Immediate red on traffic lights and note home  Phone call to parents/carers, dependent on extent of situation
Throwing objects (that could cause harm)	Restorative questions Discussion about school rules referencing safety	Immediate orange on traffic lights and note home
Rough play	Restorative questions Discussion about school rules referencing safety	Immediate orange on traffic lights and note home

## EXTREME MISBEHAVIOURS

<b>Behaviour</b>	<b>Restorative Approach</b>	<b>Consequence</b>
<ul style="list-style-type: none"> <li>Vandalising school property</li> </ul>	Restorative questions Discussion about school rules and the value of property	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension dependent on extent of the situation
<ul style="list-style-type: none"> <li>Assaulting a staff member or any member of the school community</li> </ul>	Remove from the situation and allow calming time Restorative questions Discussion about school rules and people's right to be safe	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Bringing illegal or harmful substances/weapons to school</li> </ul>	Remove harmful substance/weapon immediately Restorative questions Discussion about safe and unsafe substances and objects and the harmful affect they can cause Discussion about personal safety and the safety of others	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Leaving the classroom or school grounds without permission or deliberately running away from a member of staff</li> </ul>	Restorative questions Discussion about school rules and personal safety	Immediate red on traffic lights and note home  Phone call to parents/carers
<ul style="list-style-type: none"> <li>Persistent racist behaviour</li> </ul>	Restorative questions and Investigation Discussion about people's rights and equality	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Persistent sexist behaviour</li> </ul>	Restorative questions and investigation Discussion about people's rights and equality	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Persistent homophobic behaviour</li> </ul>	Restorative questions and investigation Discussion about people's rights and equality	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting organised  Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Persistent bullying</li> </ul>	Restorative questions and investigation Discussion about people's rights and equality	Immediate red on traffic lights and note home  Phone call to parents/carers and meeting

		organised Possible suspension/expulsion dependent on extent of the situation
<ul style="list-style-type: none"> <li>Physical fighting and inappropriate touches</li> </ul>	<p>Remove from the situation and allow calming time if needed</p> <p>Restorative questions</p> <p>Discussion about school rules and people's right to be safe</p> <p>Reference Stay Safe 'Touches' lessons</p>	<p>Immediate red on traffic lights and note home</p> <p>Phone call to parents/carers and meeting organised</p> <p>Possible suspension/expulsion dependent on extent of the situation</p>

**APPENDIX V(a)**

**Yard – Restorative Practice – SENIOR CLASSES**

Pelletstown Educate Together National School

Yard Incident Record - RESTORATIVE APPROACH

Name:

Date:

<p><b><u>What happened?</u></b></p>	<p><b><u>How could things have been done differently?</u></b></p>
<p><b><u>Who has been effected and in what way?</u></b></p>	<p><b><u>What needs to happen next?</u></b></p>

**APPENDIX V(b)**

**Yard – Restorative Practice – JUNIOR CLASSES**

Pelletstown Educate Together National School

Yard Incident Record - RESTORATIVE APPROACH

Name:

Date:

<p><b><u>What happened?</u></b></p>	<p><b><u>What should have happened?</u></b></p>
<p><b><u>Who was involved and how do they feel?</u></b></p>	<p><b><u>What needs to happen next?</u></b></p>



**APPENDIX VI(b)**

**Pelletstown Educate Together National School  
Behaviour Note - RED**

Date: \_\_\_\_\_

Dear parent(s)/carer(s),

In line with our school Code of Behaviour, your child \_\_\_\_\_  
is going home on red (after 6 reminders/straight to orange) today as he/she:

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Please speak to your child about this behaviour and about following the school's Golden Rules in the future. Please sign your name below and return it to the class teacher as soon as possible where it will be kept on file.

Thank you,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
School Principal

Parent/Carer Signature: \_\_\_\_\_